MARK SCHEME for the October/November 2010 question paper

for the guidance of teachers

9696 GEOGRAPHY

9696/31   Paper 3 (Advanced Human Options),
maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

Production, location and change

1 (a) Give the meaning of the term *extensive* farming and, with the help of one or more examples, explain how and why extensive farming is changing. **[10]**

extensive production involves a large area of land, across which other human inputs (e.g. capital, labour) are spread comparatively thinly, producing a relatively low output per unit area. Extensive farming is changing for a variety of reasons and candidates are free to use the example(s) they have, the answer depending much on the one(s) taken.

e.g. pastoral nomadism in LEDCs may be becoming settled and semi-subsistent, because of population pressure, modernising influences and government action.

e.g. extensive commercial cereal-growing may be changing to a mixed system, using cereals as feedstuffs on the farm, adding value to offset increasing transport costs and to respond to market demand.

Mark on overall quality, bearing in mind the three bands of marks and levels of response: **0–4, 5–7** and **8–10**. For a general response without examples, max. 6.

For a system which is not extensive (such as plantation, where there is intensive production over a large area), award generic credit within the mark band 0–4.

(b) Assess the role of the government in promoting agricultural change in *one* country you have studied. **[15]**

An invitation to use the case study (syllabus **1.2**). The role of the government is likely to be significant and may be seen both nationally and at other scales (e.g. local government schemes; regional initiatives within the country; or through membership of a supranational body, such as COMESA or the EU). The assessment may include such elements as its importance as an agent of change, overall success/failure, costs/benefits, unforeseen issues, other factors, etc.

Candidates will probably:

L3 Structure their response as an assessment, show detailed knowledge, of the role of government, a high level of conceptual understanding and argue convincingly, using the example effectively. **[12–15]**

L2 Produce a sound response, which may be good in parts, but which remains limited in overall detail or development. May offer a satisfactory explanatory response between some evaluative comments. **[7–11]**

L1 Make a basic answer which may show quite general knowledge, weak understanding of the role of government and/or a lack of time. Make one or more valid points but offer little or no assessment. Notes and fragments remain in this level. **[0–6]**

[Total: 25]

2 (a) Figs 1A and 1B show world steel production in 1998 and 2008.

(i) Describe the changes in the volume and the location of steel production using data from Figs 1A and 1B. **[4]**

Credit the large overall increase and data support **1** from 777 to 1,327 million tonnes (550 tonnes or 60%).

Credit the geographical shift; notably decrease in EU and NAFTA and large increase in China's share **1/2** with data support **2/1**, e.g. 250%.

(ii) Suggest an explanation for the closure of many small-scale producers of steel during this 10-year period. **[6]**

In the emergence of a truly global production system and market for steel, small producers are disadvantaged by the economies of scale which large-scale producers receive, by inertia, by power in negotiation position, etc. Economies of scale mean that the cost of a unit of steel is higher in small-scale production than in large-scale production. If a business becomes unprofitable, industrial decision-makers change activity or close or firms go bankrupt.

(b) **In what ways can a location at a port be an advantage for manufacturing industry? Support your response with one or more examples.** **[15]**

Port locations offer, classically, ease of transport (arrival of raw materials, particularly bulky ones such as minerals, crude oil, grains, of components, or of semi-finished goods; despatch of finished products) by ship. This may avoid the cost of air transport and the inconvenience of road transport. More recently export processing zones and industrial estates have been developed at or near ports, which offer further locational advantages. The contrast would be with a remote location accessible only overland, or a landlocked country.

Candidates will probably:

L3 Use detailed knowledge of industrial location and clear analysis of port locations as the foundation for an accomplished and well-structured assessment. [12–15]

L2 Show reasonable to good knowledge and understanding of port locations for manufacturing industry, but provide an account which is partial or limited overall in the analysis of advantage. [7–11]

L1 Find it difficult to make more than descriptive or speculative observations about industrial location at ports. Produce a response of basic quality which may remain general or broadly located. Notes and fragments remain in this level. [0–6]

[Total: 25]

Environmental management

3 (a) **Explain which type of energy production you consider to be (i) the most, and (ii) the least, sustainable.** [10]

This is an opportunity for the candidate to use their judgement.

The Brundtland definition of sustainability may be used: development which meets present needs without compromising the ability to meet the needs of future generations. Whilst the focus is likely to be environmental sustainability, economic sustainability may be included, some may mention social/political.

There are environmental issues of depletion, pollution and degradation. It may be easier to specify wrong answers than acceptable ones. It is likely that for **(i) the most** the choice will be a renewable, much depends on the argument and examples. Accept nuclear power, attending to the argument(s).

For **(ii) the least** candidates should take a fossil fuel or nuclear power. Of the fossil fuels, gas is likely to run out the earliest. Fuelwood could be an interesting case given the massive demand in LEDCs, deforestation, desertification, etc.

Credit **5/5** usually, with flexibility to **6/4** and **4/6** where one type is more developed or where a patently wrong choice was made.

(b) **With the help of examples, explain why the potential for renewable energy in MEDCs and LEDCs has been only partly developed.** [15]

An open question which allows candidates to develop their own approach.
Comprehensive answers are not required, rather the ability to combine demand factors and supply factors (economic, social, environmental, political) with suitable examples of what has, has not, or has not yet, been done.

Candidates will probably:

L3 Develop a high quality explanation of why the potential for renewable energy is only partly developed in both types of countries. Show detailed and reasonably up-to-date knowledge and good overall understanding. Structure the response well. [12–15]

L2 Make a response of sound quality which may be good in parts or as far as it goes. Offer a broad response which lacks supportive detail, or a specific one on a narrower base. For a response based on one example, or which is only about either LEDCs or MEDCs, max. 10. [7–11]

L1 Offer a response of basic quality. Struggle to deal with the topic through lack of suitable examples or overall understanding. Make one or more basic points about renewables, taking a descriptive approach. Notes and fragments remain in this level. [0–6]

[Total: 25]

4 Fig. 2 shows measurements of water quality for the River Rhine in Europe, taken in 1975 and 1989 as part of the Rhine Action Programme.

(a) With the help of evidence from Fig. 2, describe how successful the Rhine Action Programme was in improving water quality in this 15-year period. [10]

The RAP was considerably successful, although the success varied both along the length of the Rhine and between the different pollutants A–E.

For example, in 1975 no section of the Rhine was measured as 4 extremely polluted, although there were many lengths for which 3-4 was recorded, notably in nutrients below Strasbourg. By 1989, only one short section near the mouth was still recording this level of nutrients.

At the other end of the scale, 1, water considered effectively pollution-free, had greatly increased in extent above Freiburg. There is very little evidence of decrease in quality over this time period, some stretches did record no change. Most indicators improved by at least one band on the scale.

Reward any candidate who criticises the limited amount of information available, for example it says nothing about flora and fauna, such as fish populations, smell, or visual pollution, such as from floating solid wastes.

Mark on overall quality, bearing in mind the three bands of marks and levels of response:
0–4, **5–7** and **8–10** and the integration of evidence (location, data).

(b) Why is it a challenge to manage water quality in a large river such as the Rhine? [15]

For a variety of reasons, including scale, cost, time lags, the nature of the medium, the nature of the pollutants, and the need for co-operation by many interested parties, across national borders and over long periods. Success in managing water quality from day to day is itself no safeguard against accidents which may pollute the river catastrophically. In LEDCs, governments and producers may have other priorities than environmental ones, etc.

Candidates will probably:

L3 Provide a high quality assessment, showing strong conceptual understanding of the environment. Impress by overall perspective and use of material. [12–15]

L2 Develop a response of sound to good quality. Whilst satisfactory as far as it goes, the response remains partial, lacking detailed knowledge, conceptual grasp or overall structure. At the lower end may deal more with the nature of the challenge quite broadly. [7–11]

L1 Make a response which is more a description than an assessment. Make a few basic observations about the environment, but lack specific knowledge or overall understanding. Fragmentary and note-form responses remain in this level. [0–6]

[Total: 25]

Global interdependence

5 (a) Give the meaning of the term *Fair Trade* and, with the help of examples, explain what Fair Trade initiatives aim to achieve. [10]

No single globally recognised definition exists. The one used by FINE (grouping of four key fair trade organisations), is: "a trading partnership, based on dialogue, transparency and respect that seeks greater equity in international trade".
Any examples are acceptable, both in terms of location and of products.

Likely aims include, for producers in LEDCs:

- better trading conditions e.g. fewer middlemen
- a better financial outcome, e.g. price, % received
- empowerment, securing rights
- developing knowledge and skills to improve lives

and more widely, in the global arena:

- campaigning for change
- challenging conventional trading practices
- raising awareness of fair trade issues
- product certification and labelling

Responses may be written from the perspective of LEDCs or MEDCs or both, given the varied candidature. There is no requirement to consider the success of these initiatives, simply their aims, without the need to be comprehensive.

Mark on overall quality, understanding of Fair Trade, scope and detail of examples, bearing in mind three levels of response and the mark bands of **0–4**, **5–7** and **8–10**.

For a response without examples, max. 6.

(b) How far do you agree that 'trade is better than aid' for LEDCs? [15]

A classic debate, allowing candidates to develop their own approach and make their own assessment, depending on the examples taken. One approach would be to consider the benefits and limitations of both trade and aid. Some may contrast theoretical ideals with how things actually work out in practice.

Candidates will probably:

L3 Structure their whole answer as an assessment, demonstrating strong conceptual understanding of both trade and aid. Whilst not making a comprehensive response, convince by their 'big picture' perspective and use of examples as evidence. [12–15]

L2 Produce a satisfactory assessment of sound overall quality, which may be good in parts. Show some knowledge of both trade and aid, but this may be unbalanced. Offer a response which remains limited in one or more ways (perspective, examples, assessment). [7–11]

L1 Make a few basic points which may be more a description than an assessment. May write broadly and generally, lacking examples or offer an opinion with little or no support. Simply offer fragments or notes. [0–6]

[Total: 25]

6   (a) **Fig. 3 gives some information from a website about tourism in Antarctica.**

Knowledge and understanding of tourism as a sector are expected, but not of Antarctica, beyond that it is a continental polar wilderness of rock, ice and snow.

(i)   **Suggest reasons for the growth in number of visitors to Antarctica.**   **[5]**

A number of **reasons** affecting both supply and demand might be given, including growth in affluence, changes in fashion, desire for new experiences, media coverage, interest in the environment and wildlife, advertising, an increase in companies offering these cruises, etc. A full response refers to both demand and supply and consists of three or more developed reasons.

For one reason, max. 2.

(ii) **Explain why it is now considered necessary to limit the number of visitors to Antarctica.**   **[5]**

This relates to carrying capacity and the protection of a unique and fragile wilderness environment of world importance. Visitors impact the environment (e.g. leaving footprints, producing wastes, affecting wildlife) and, as visitor numbers increase, these impacts will also increase.

Carrying capacity is a theoretical maximum beyond which the environment may be damaged and may not recover. The Antarctic Treaty, which governs the care of Antarctica, sees tourism as legitimate, but regulates it.

Mark on overall quality of the explanation offered.

(b) **Under what circumstances may the number of tourists arriving in a resort or tourist destination decrease? Support your response with examples.**   **[15]**

Candidates are likely to draw on one or two types of circumstances. The first is decline (after stagnation) in the life cycle, when a location becomes rundown, damaged or no longer fashionable and rejuvenation has not occurred. The other is a downturn resulting from the uncertain and volatile nature of the market and the product. Circumstances may be social, e.g. fashion, disease; economic, e.g. recession, better deals elsewhere; environmental, e.g. pollution; political, e.g. instability. Any examples may be used, from one or more contexts.

Candidates will probably:

L3 Develop an effective overview, considering both types of circumstances and using detailed examples. Provide a well-structured account distinguished by its overall perspective.   [12–15]

L2 Provide a response of sound quality which may be good in parts, but which remains underdeveloped in detail, understanding or scope. For a response which only deals with one example, max. 10.   [7–11]

L1 Make one or more simple observations about circumstances. Offer a generalised or broad piece lacking clear located examples. Fragmentary and note-form responses remain in this level.   [0–6]

[Total: 25]

Economic transition

7 (a) (i) **Give the meaning of the term** *foreign direct investment (FDI).* **[2]**

No set definition exists, but candidates need to address the elements *foreign* i.e. overseas, abroad or another country, and *direct investment* so the idea of a business (TNC) venture in an enterprise overseas. As synonyms for investment are hard to find, allow the re-use of the term, although some may use transfer of capital or simply "money".

(ii) **With the help of an example, distinguish inward FDI from outward FDI.** **[2]**

The example may be actual or generic. e.g. the decision of Toyota, a TNC, best known for its vehicles, to establish a car plant in Thailand, represents outward FDI from Japan, and inward FDI for Thailand.

(iii) **Outline some of the political and economic circumstances which discourage FDI.** **[6]**

Business confidence is fundamental to FDI; this confidence may be knocked by a number of circumstances:

political   e.g.   instability, civil war, regime change, control, threats of terrorism, anti-globalisation, nationalism

economic   e.g.   recession, debt, adverse exchange rates, loss of incentives, financial instability (company, country)

A full response consists of at least three circumstances outlined.

For just a political or an economic response, max. 4.

(b) **In what ways does the spatial structure of transnational corporations (TNCs) help them to make money?** **[15]**

In several different ways, principally through NIDL; cost advantages e.g. on sites, energy, or transport; and market penetration. Candidates are free to use the examples that they have to develop a spatial argument.

Candidates will probably:

L3 Offer a convincing spatial and economic analysis, which does not need to be comprehensive to impress by its global perspective, exemplar support and strength of approach to the topic.   **[12–15]**

L2 Provide a sound response, which may be good in parts, but which remains limited in knowledge of TNCs, conceptual understanding, or the analysis offered.   **[7–11]**

L1 Make one or more basic observations about TNCs and their locations but struggle to address the topic. Answer generally, or descriptively, offering little or no effective analysis. Fragmentary and note-form responses remain in this level.   **[0–6]**

[Total: 25]

8 (a) **Fig. 4 shows disparities in development between rich and poor for selected countries in 2007, using the Human Development Index (HDI).**

(i) **Describe the variations in the HDI, supporting your response with evidence from Fig. 4.** **[5]**

There are two main variations to cover: one is the development spectrum from MEDC (Spain), through NIC (Brazil), to LEDCs, left to right, perhaps using the average HDI scores. The other is the rich/poor disparity, seen at its greatest within Brazil. Credit **3/2** or **2/3**.

For the extremes max. 3.

(ii) **Why may disparities between rich and poor *within* a country be hard to overcome? [5]**

For a variety of reasons, in a number of dimensions, including:

- social, e.g. elites, education, language, tribalism, landownership
- economic, e.g. debts, poverty, fiscal structures, institutions
- political, e.g. vested interests, power structures, corruption.

Some candidates may raise issues of how acceptable or unacceptable these disparities are believed to be, that classical economics suggests the disparities may reduce over time, etc.

(b) **Assess the success of one or more attempts to improve people's social and economic wellbeing.** **[15]**

An open question allowing candidates to use the attempt(s) they have, which may be at any scale and in any context, including the outcomes of attempts to reduce regional disparities. The phrase "social and economic wellbeing" may be treated permissively to cover attempts in different sectors, e.g. health, education, infrastructure, with the focus being how they affected **people**, e.g. their living standards. The assessment may consider success/failure, measurement of improvement, who benefited/missed out, unforeseen outcomes, problems, etc.

Candidates will probably:

L3 Structure their whole response as an assessment, basing their judgment on detailed evidence. Demonstrate sound conceptual understanding and an appreciation of success/failure, identifying differences spatially or between different groups of people.
[12–15]

L2 Make a sound response which lacks full development, but which may be good in parts. At the lower end the focus on people may not be clear. May offer assessment at the end of a more narrative account of the chosen attempt(s). [7–11]

L1 Offer a response which is more a description than an assessment. Answer loosely or broadly, showing little specific knowledge of the chosen attempt(s). Note-form and fragmentary responses remain in this level. [0–6]

[Total: 25]